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JOURNAL OF EDUCATION

MAY 21, 1934

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A. R. BRUBACHER concludes his evaluation of
"The Twentieth Century Teacher"

More Emphasis on Swimming — HOWARD T. PLOESSEL

Rose's Slip—*prize story* — IRL H. DULEBOHN

The Problem of School Busses — B. J. D. BLANDING

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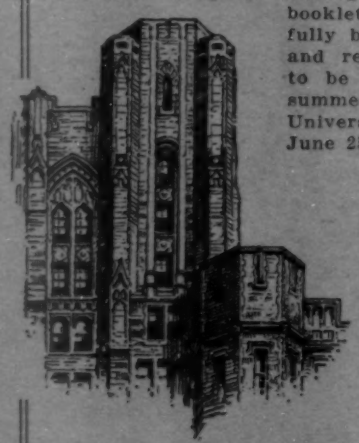

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Rethinking the "Journal"

We are unceasingly eager to increase the helpfulness and attractiveness of our magazine. We have our own ideas, of course; and new ones keep coming to us. Yet we are confident that some of the very best ideas for bettering this Journal are hiding from us — in the minds of some of our readers. **You**, for example, may have been wishing we would do this or that, and perhaps you are saying to yourself, "If I were running the Journal of Education, I would do so and so." Any suggestion you may wish to send us that will add to the effectiveness of the Journal will be warmly welcomed in this office, and will be a contribution from you to the Great Cause we all are working for: **the making of Better Schools for a Better America.**

•

For nearly sixty years, now, this magazine has held to that one consistent aim. Should we adopt a slogan containing the words, "Better Schools"? And, if so, how would you word it?

•

By way of emphasizing this aim of ours, we shall call our next issue a "BETTER SCHOOLS NUMBER." Here is a brief foreglimpse of that June 4 "Special": Daniel P. Eginton, on "Improving the Voice"; Frederick J. Reilly, on "Handwriting to Be Read"; Carroll D. Champlin, on "Who Is Cultured?"; F. H. Selden, on "Budgets Under the Knife"—and more. Also the short story that won first prize: "The Margin."

•

In the intervals, if any, between his ever-popular commencement addresses and his other activities, Dr. Thomas will gladly consider **your** problems. Address him in care of this magazine (Six Park Street, Boston), or at 1201 16th Street NW, Washington, D. C.

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The Twentieth Century Teacher

By A. R. BRUBACHER

President, New York State College for Teachers
Albany

In this second and concluding article, Dr. Brubacher points out needed improvements in the modern teacher.

WHAT are the fundamental weaknesses in this Twentieth Century expert technician? What can we do to improve the teaching service?

Perhaps the problem may be clarified by recalling that such great names as are known to all of us: Garman of Amherst, Hopkins of Williams, Palmer of Harvard, Sumner of Yale, Harper of Chicago, among college teachers; Harris of St. Louis, Cook of Illinois, Parker of Chicago, Sheldon of Oswego, Maxwell of New York, among public school leaders; Ella Flagg Young of Chicago—Wentworth of Exeter, Comstock of Andover, and the host of best teachers which could be gathered out of our own individual experiences, among classroom teachers; by recalling that these were great teachers *not* because they were technicians but because they were great human personalities enriched by broad culture and under the supreme urge of deep spiritual purposes. The formula that seems to emanate from this group of superior teachers includes: Dynamic personality; spiritual purpose; culture. The Twentieth Century teacher cannot fulfill his high function unless and until he qualifies also under each of these three categories.

It will be readily conceded that we have not drawn many dynamic personalities into the teaching service during the last thirty years. This holds especially for men. The reason usually assigned is that greater material rewards attracted men into other enterprises. I question whether this reason had equal validity with another which appears to me to have been especially effective in recent years—the lack of emphasis on spiritual purpose in teaching. Between the two, I think, teaching has lost the vivid personalities to finance, engineering, literature, and journalism. Men and women have evaded a profession resting so largely on refined technic, so little on great convictions. Note such constant repercussions as have come from the controversies over academic freedom among college teachers; from the protests against a growing dictatorship of supervision in the schools. Could any vivid personality submit to the tyranny of petty supervision on the part of mediocre personalities; or to restraint on academic freedom imposed by uninformed and prejudiced laymen?

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Our recent recognition of the difficulty has expressed itself in the formulation of a scheme of selective admissions. We propose to select dynamic personalities for admission to teacher-training institutions; but these schemes must fail of their worthy purpose unless we can create school and college atmospheres where the vivid personality can breathe freely and exercise its powers greatly.

Spiritual purpose or deep conviction on great issues, is characteristic of great personalities. Each complements the other. Public education has not demanded spiritual purpose of its practitioners, nor has it encouraged those teachers who held deep convictions. On the contrary, we have actually forbidden our public school teachers to teach religion, or to teach the moral issues whose sanctions are so closely associated with religion. Equally prohibitive has been our attitude on political partisanship. In our scheme, political convictions inevitably express themselves in partisanship. But the school teacher who is openly and actively promoting the political principles of Democratic or Republican or Prohibition parties, not to mention Socialist or Communist parties, invites political sniping from the opposition party as soon as it comes into power. Under these restrictive conditions no deep convictions can long endure. The plain but uncomfortable fact is that our teachers can survive only in so far as they are technicians or mechanicians; they perish professionally the moment they

assert those great convictions which are the very core of great, vivid personalities.

And yet, Twentieth Century education is more than technic, more than factual knowledge, more than unguided experimentation, more than accidental partisanship, more than a-moral judgments. The great social problems that agitate our people demand the fearless use of accurate knowledge; equally great moral issues call for serious consideration on the basis of a definite philosophy of life which is in itself a religious act even if it is not so called. Our government will steer its course in the light of social forces modified by such moral principles as may prevail. That is, our political activities must be the expression of the interaction of social and moral forces. How then can we deliberately exclude our teachers from full share in the great purposes that will actuate the populace? How can we purify these social and moral forces unless we can galvanize the thinking of our children by the inspiration of teachers whose personalities are fired by deep convictions?

It seems clear that the teaching profession can of itself do comparatively little to improve the quality of its personnel as regards drawing into it vivid personalities. Social and political and professional conditions must conspire together to make teaching attractive to such personalities. In somewhat similar fashion the social and political and moral situation will necessarily condition our profession as regards the depth of convictions that will be tolerated on the part of teachers. Perhaps we can, as a profession, define our standards in each regard and educate our public, especially our statesmen, to the point where lay support will exert itself in our behalf.

While personality and the degree of purposefulness are largely inherited characteristics they are nevertheless enriched and fructified and given specific direction by education. This is our opportunity as we vision the Twentieth Century teacher of the later years of the century. Whereas the teacher of the first third century is highly trained and therefore a technician, he is essentially uneducated in the broad significance of that term. Or to use a term of yesterday, he lacks culture. I shall maintain that the teacher of the immediate future must be an educated personality, a cultured person.

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The teaching function will be defined best as the systematic effort to induce the learning process in the pupil. The teacher's first legitimate business is either to discover such intellectual curiosity as may already be present in the pupil or in the absence of such curiosity, to induce it, stimulate it and fan it into flame. Having made sure of this intellectual curiosity, it remains to direct it wisely in accordance with individual needs and capacities, and to facilitate the satisfying of that curiosity through first-hand experience in field, laboratory and library, through human contacts and through the experiential activity of the pupil's own mind. Teaching of this sort recognizes the educating process exclusively as a self-activity on the part of the pupil. The teacher cannot legitimately enter the process except as an aid to that self-activity. There is implied here a subtle but yet a fundamental difference between the teaching of a mere technician, mechanican, tactician, and the teaching of him who aims solely to get the learning process to run smoothly, without undue hindrance. The technician is concerned chiefly with lesson plans, specific assignments, drill, tests, statistical records, grades, courses and credits laid away in office pigeon holes. The true teacher cares for none of these as ends but is concerned with the pupil's own activity in some selected field of human interest, that is, in one of the many facets of human life. The true teacher is concerned in getting the pupil to experience life at first hand in the greatest possible variety. The successful teacher of the future must therefore be prepared to serve as guide to the inquiring mind rather than as driver of a passive or resistant mind. He must be expert, not alone in the mechanics of instruction but in the more delightful process of opening and unfolding the great drama of life.

Only a dynamic personality, experienced, educated, cultured, can hope to perform this function. Science, literature, philosophy, art will have conditioned such an educated person; a wide range of human experience will have given the necessary sublimation of character; serious thought on the meaning of life will have given the necessary understanding and wisdom.

The Twentieth Century teacher, to be worthy of his great calling, must have greater maturity than he now has. The average teacher today, as we enter the second third of the century, is an immature girl, about twenty-five years old. She has not experienced life but is looking forward to that experience. She has been trained in a Normal School to be a technician rather than educated for life. This immature person cannot be expected to unfold the meaning of human existence to the inquiring mind; she cannot be expected to unravel the grave problem of social control, of political philosophy, or of human behavior in general. Nor can she be expected to assist the inquiring mind in forming its standards of taste in art and literature and manners. And yet, we do cast these tremendous responsibilities upon these inexperienced, immature girls. We prohibit child labor, by which prohibition we either cast our children from twelve to sixteen on the streets, or we send them to school. Wherever they are during these years they will lay hold upon life as it comes to them. Can the Twentieth Century afford to give

these boys and girls any but the best teachers? It will be a wise economy to provide teachers who have vivid personalities adorned with deep convictions, matured by the experiences of life, educated persons, acquainted with the achievements of the human race as recorded in literature, history, philosophy, and the discoveries and inventions of science.

More Emphasis on Swimming

By HOWARD T. PLOESSEL
Instructor in High School
Huntington Park, California

Should this form of exercise be compulsory in high schools? The author believes it should—and gives reasons.

THE schools throughout America in planning physical education programs should place more emphasis on swimming. Wherever possible it should be made a part of the physical education program of every high school student.

Physical directors of many of the leading institutions of higher learning have at many times joined in their praise of swimming as an all-round sport, many of them classing it as a sport that gives the most benefit to those participating.

The aim of a physical education program is to provide some form of physical exercise that will tend to make the mind and body of the student healthier and better equipped to perform its daily work. If swimming is more beneficial to the student than any of the other forms of exercise that are now required, then swimming should be made a part of every student's physical education program.

Many of the leading colleges and universities have compulsory swimming. In my estimation it is far more important to have swimming compulsory in high schools, as it is much easier for the student to learn to swim at the high school age. If more time were spent in swimming than in any of the other sports, there would be much less chance of the student over-taxing or straining himself, for it is unusual to suffer such injuries while swimming.

Looking at the situation from the student's standpoint, he wonders why he should spend his time learning to swim rather than indulging in some other sport.

Frequently he is a recent arrival from a community where swimming is not so common. Then again, he may be the occasional individual who through some unfortunate incident has developed a fear complex.

•

Let us consider what swimming will or can do for the student that other forms of exercise can not do.

It gives to the student a form of exercise that develops his entire body in the proper proportion and at the same time will not over-develop any one part. This is hardly true of any other form of exercise. Take, for instance, football; it is the legs and hips that are called upon to do the most work and so naturally they become over-developed. In boxing the arms and shoulders play an important part. In track the legs are the portion that is overworked. As further proof of the statement that swimming is the best form of physical exercise, compare the physical build of any other athlete and that of a swimmer. The swimmer's body is built symmetrically, the muscles are long and smooth, the kind that form a pleasing body line. The other athlete has lumpy, unbalanced knobs of flesh stuck out on his body. He is very much over-developed in many places and sadly under-developed in others.

I believe that an ambitious student should become interested in some form of physical exercise that he can continue to enjoy later in life. In most other sports the student is able to participate in them only during the time he is actually in school, after which he is forced to give up the sport either because he does not have the facilities or because he does not have the time.

On the other hand he can swim as long as he is physically able, regardless of age or such limitations as are incident to most team sports. In fact, the older he gets, the more he will appreciate swimming as a means of relaxation. He can exercise at his own pace; that is, he can adjust his exercise to his condition. Strain is absent and the activity becomes a pleasant one.

•

The feeling of confidence and self-reliance that is engendered by the ability to swim is sufficient ground to encourage everyone to learn. In this day and age, when boating in its various forms from yachting to canoeing is so popular, swimming is becoming an indispensable accomplishment. Practically all summer resorts having power boats are literally filled with frolicking bathers enjoying the comparatively recent sport of aqua-planing. The timid bather who cannot swim is constantly becoming more conspicuous.

The school has enlarged its scope as the needs of the changing civilization have required. To fail to include swimming in its curriculum would be to ignore the increased demands of the present society.

Another Prize Story

Rose's Slip

By IRL H. DULEBOHN
Superintendent, Bessemer Township Schools
Ramsay, Michigan

Awarded Second Prize in the Journal of Education's Short Story Contest

"WELL, sir, if they're good we'll keep 'em, and if they're no good we'll let 'em go." That succinct statement, emphasized by a blow from the secretary's heavy fist, summarized the policy of my new board toward the teaching staff I had just inherited from my recently discharged predecessor.

"Fair enough," I replied, and so the meeting closed. But many times, as I thought the matter over during that first year, I wished that the process of evaluating the worth of teachers was only as simple as that brief statement. I wished that teachers came either all good or all bad, and not as such confusing conglomerations of both; that I could sort them like a basket of apples, saying: "This one's good, we'll keep her; that one's bad, we'll let her go." If it were only like that my task would have been easy.

But it was not so simple as that. I must analyze each separately, saying: "She's a hard worker—that's a point in her favor; but much of her work is unintelligent and misdirected, and that is not so good. She is kind to children and she makes them want to learn, but her teaching of arithmetic is poor—which is of the greater value in the life of a child, a desire to learn or skill in fundamentals? Then, when the process is over, I must somehow balance the good against the evil and arrive at some sort of a more-or-less accurate judgment. For example, there was the case of Rose—until she decided it for me.

She admitted thirty, but she tried to look twenty and to act forty. She was so painfully prim, so critically correct it made one uncomfortable just to be in the same room with her. Slang shocked her, joviality repelled her—she must be treated just so; she made that point very clear. What motive led my predecessor to choose her in the first place I was never able to decide. Certainly her past record of hirings and firings did not warrant her selection in a time when teachers were plentiful. However, she had her contract, and so she stayed.

And when my first year drew toward its close I recommended Rose for re-election. I was still new in the locality; experience had taught me that the new broom that undertakes too clean a sweep is apt to be broken; besides, there were others still less desirable. Rose had some good qualities.

Refinement was one of them. There was no doubt she had been carefully reared. Dress, speech, carriage, manner, all reflected it. Sometimes I thought we could do with a little less refinement and a little more teaching skill. Once, I remember, at one of our numerous interviews in which she mentioned the term, I exploded with: "Oh, damn your refinement, give me some results." She was immeasurably shocked, but her glance was one of superiority and pity, not of compliance.

And she was right in a way. Her pupils did absorb a certain amount of her culture, if that is the term. It showed in their speech. "Dis" and "dat," "dese" and "dose," "youse" and "gimme" gradually fell into disuse after a few weeks in Rose's room. Voices became less strident, hands less grimy, shoulders less slouching under her influence. It was a fact, there was no denying it.

•

Then there was her art. She certainly could teach art. Many times I wished for less art and more arithmetic—still her pupils got their art. Also, she was capable in music, but there the list of her oustanding abilities ended.

That was the trouble—when it came to the solider subjects, arithmetic, geography, history and spelling, she couldn't seem to get results, good results, I mean. Her work was average. If it had been a little better or a little worse the problem would have been simple. I was like the old farmer with his sick wife—I wished she would get better—or something. When her classes did poorly on tests in comparison with other groups she was filled with regrets and alibis, but there was no zeal for improvement. She hinted instead, in her polite, refined way, that the others came by their high scores by devious ways; that there was a tall dark man concealed in the wood pile; that there was lack of sanitation at the crossroads.

That was another point against her. Along with her so-called culture she had a positive gift for putting other people in their places. She could do more with a lift of her carefully plucked eyebrows, a shrug of her trim shoulders, or a certain inflection in her carefully modulated voice

than anyone else I ever knew. Almost every encounter left Rose's adversary with a spark of resentment and a vague feeling that somehow she had been in the wrong, and had been rather neatly put in her place. In time this developed a certain unspoken antagonism toward Rose; unspoken, perhaps, because it was not unmixed with envy. Nevertheless the feeling existed, and the sparks smouldered.

Rose was popular with the parents though, especially the more well-to-do. To them she was refinement personified. They quoted her and copied her, and invited her to grace their dinners and their bridge tables. More common folk, feeling themselves inferior no doubt, dared neither to cultivate her nor to criticize her.

•

I hoped she would do better during her second year, but I was disappointed. Her teaching remained about the same, some of it excellent, most of it average, a little downright poor. Her deficiencies, on the other hand, seemed to enlarge. She grew more arrogant, her insinuations cut deeper; she became a sort of storm centre from which lightning flashed periodically to kindle new sparks of resentment or to launch new floods of tears.

As re-election time approached, her principal and I talked over the matter, as indeed we had done many times before, and I decided that unless Rose began to show better results immediately I should not recommend her for reappointment. We expected to drop one teacher on account of decreased enrollment, and I felt she should probably be the one. So, when I issued application slips to those we were sure we wanted to retain, I passed Rose by. I didn't invite her to come, but at 4 o'clock she was in my office as I expected.

•

"The others got their slips," she said, "but I didn't get mine. Is there some mistake?"

"Sit down, Rose," I said. "No, there's no mistake." Then I told her that the principal and I had discussed the matter—that we would need one less on the staff next year; that her work was not altogether satisfactory; that she had been warned, but had shown no improvement; and that now, unless she immediately showed marked and measurable improvement in some of her work she would probably not be recommended for re-election. I took care to point out that this did not mean she was to be discharged, but that she was on probation. If she was able to show improvement she still had a good chance to be retained.

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She sat still a moment, then burst into tears.

"He can't do this to me," she screamed, "he can't. I'll expose him. I'll get a lawyer. I have evidence enough to . . . ," and she went on half hysterically for some time. I waited in considerable surprise, for I had expected to bear the brunt of her fury myself. Instead it seemed to be centring on the principal. When she was quieter I asked her what she meant.

"It's he who should go," she burst out, "after all he's done. But he wants to get rid of me. He knows I have evidence to——"

"Just a moment," I interrupted, "just what are you talking about? What evidence?"

"Oh, it's too humiliating," she sobbed, "but he's treated me improperly—he's written me letters—if his wife knew——"

"Aha!" I thought, "here's where I have some fun with the principal about weak eyes and poor judgment," but I said:—

"When did this happen?"

"All last year. When he came to observe he would lean on my desk and sometimes put his hand on my arm as if . . . And last spring, on the train, he came and sat with me all the way to Chicago. People looked at us. . . . And then he wrote me and wanted me to visit him at the university. I've kept the letter. Here it is. Read it."

As I finished—it was only a note mentioning a certain book and inviting her in a breezy way to look him up if she happened to be in the city—she burst out again:—

"I'll get a lawyer. I'll make him recommend me——"

"Even if you have to resort to blackmail, eh?" I interrupted.

The word blackmail made her pause, and I continued.

"When you came in here, just now, I said you still had a good chance for re-election. Now, you haven't a chance in the world. The principal doesn't recommend the teachers—I do that. And after this last scene I do not care to consider you any further.

"Furthermore," I continued, "I don't know where you get your ideas of impropriety, but if you go to a lawyer with that flimsy yarn and no more evidence than you have shown me, he'll laugh in your face. And then if the board hears about it you'll probably not be allowed to finish the school year."

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Finally I convinced her that her case was hopeless.

"I don't mind leaving," she said, "at the end of the year, but to have the other girls know now that I wasn't asked back, that I didn't get my application slip like the rest—I just can't stand it, I can't, I can't. Please, please give me a slip—a blank one—anything. . . ."

There was a pad of blank application slips on the table between us. Before I knew what she was about she had ripped off the top sheet and was out in the hall waving it triumphantly. The other teachers were just leaving the building.

"Yoo-hoo!" I heard Rose say, "I got my slip!"

The Problem of School Busses

By B. J. D. BLANDING
Supervising Principal
Sumter County, South Carolina

How it has been solved in Lancaster County, South Carolina, by combining public control with private enterprise.

ONE of the most perplexing problems facing the consolidated school is that of transportation. Regarded somewhat as an experiment at first, we have suddenly become conscious of the enormous proportions this new-comer has assumed.

In many counties schools are operating under an archaic system of district autonomy in which there is little or no coordination of transportation facilities. Route overlappings, waste, inefficiency, and discrepancies in standards of service and safety are common.

The experiment being conducted in Lancaster County, South Carolina, merits the consideration of those who are seeking a solution to this problem. There the authorities have contrived an ingenious combination of private enterprise and public control; private enterprise making for efficiency, thrift, and incentive to improve and public control insuring equal privileges to all. Some idea of the effectiveness of the plan may be had from the claim that costs have been reduced by one-half, whereas service, safety, and general satisfaction have been greatly enhanced.

The Lancaster plan of transportation is a concomitant of its county unit school system. It should not be inferred, however, that the principles involved are not applicable to counties having the traditional set-up of independent school districts. The same methods may be applied through any well-regulated or centralized arrangement.

The procedure followed at Lancaster may be outlined briefly as follows. A survey was made to determine tentative routes and the number of children to be transported on each. Routes were thereupon submitted to the State Department of Education for approval. (Incidentally, this step affords an opportunity to settle all controversies objectively.) Private firms were invited to bid upon a three-year contract specifying that the low bidder is to furnish service as outlined, completely operate and maintain the vehicles at his own expense, keep the busses in proper repair, and finally return them to the county in the same condition in which they were received. The contract further specifies the rate of increase or reduction in pay in the event of variations in mileage and/or enrollment and states that busses may be used only in transporting children to and from school. Arrangements were completed whereby state highway officials make periodic inspections of the busses and pass upon their fitness for service.

The innumerable advantages of such a plan are at once apparent. Many are suggested by the foregoing description of the contract. Let us consider a few others.

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First, since the pecuniary interests of the contractor are at stake he makes every effort to avoid non-essential expenditures. Unnecessary mileage is eliminated by keeping the busses near the ends of the routes (in movable sheds) and allowing the busses to operate *only* for the purpose of hauling pupils as specified in the contract. Wear and tear are anticipated and many repair bills are obviated by careful inspections, frequent lubrication, replacement of worn parts, and so on. This service is furnished by means of a light truck which tours the county at regular intervals. Obviously these savings are passed on to the county in the form of lower competitive bids.

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Second, quite a change of attitude on the part of pupils and drivers has been observed under the new system, which involves personal risk. The busses are regarded somewhat in the light of personal property, which challenges the individual's sense of propriety. (Abuse of public property, especially by juveniles, is an age-old scandal.) The story is told of a driver who, under the old order, was careless and reckless, but who has developed an admirable sense of responsibility under the new arrangement. Pupils are more considerate and less boisterous; it has been impressed upon them that the private transporters are not obligated to serve an incorrigible pupil or one who persistently evinces an uncompromising or recalcitrant spirit. Instead of taking the service for granted as they formerly did, they now look upon it as a privilege.

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Third, there can be no charge of political favoritism in a system in which employees are selected by the private contractor whose own security is involved. It is natural to suppose that selections are made upon a scientific basis. Incidentally, applicants are required to pass a test conducted by state highway officials before qualifying for jobs as bus drivers.

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Fourth, sufficient savings have been effected to enable the county to annually set aside funds which

will be used to replace obsolete equipment.

Many other advantages of the Lancaster plan could be listed if space were available. No one claims that the plan is flawless, but it appears that it may be the best system yet devised for the intended purpose. At any rate, it should be an eye-opener to the school authorities of other counties.

Progressive activities in other phases of educational endeavor may be cited to show that Lancaster, under its county unit system, is rehabilitating itself educationally. For instance, it is no accident that this county has received an exceptionally liberal allowance of CWA labor and funds. It is indisputable that there has been much waste in the expenditure of CWA funds in many communities. But Lancaster was prepared to make the most of the emergency. Under the county unit system its superintendent had the authority to act speedily and to supplement federal funds as required of beneficiaries. Consequently the county's emergency aid has been used in substantial projects of an enduring nature, whereas in many other sections funds have been dissipated on trifling and fantastic undertakings. The county of independent school districts sometimes is not unlike the paralytic who has lost control over the various members of his body.

Glimpses of European Schools

Germany

By J. ASBURY PITMAN
President, State Teachers College
Salem, Massachusetts

MY limited study of German education was made during the political campaign in the fall of 1932, when the Nazi movement was assuming large proportions but before the National Socialist Party had actually come into power. It goes without saying that the Hitler regime has resulted in no material changes in organization or in methods, but unquestionably it has insisted upon more attention to the military aspects of education which were apparent to a considerable extent at that time, and, as a matter of course, to the introduction of the political principles and the philosophy of the National Socialist Party into the schools of Germany. Without doubt this has also led to certain restrictions upon what was at that time a relative amount of freedom in the selection of subject matter.

The most important cities visited, largely upon the advice of German educational authorities, were Munich, Dresden, Berlin, Kiel, and Hamburg, all of which contain important professional schools for teachers.

I found greater difficulty in securing official permission to inspect the schools of Germany than in any other of the ten European countries visited. In London, at a summer school for teachers, I had become very well acquainted with the head of the department of English and director of a teacher-training class in one of the largest high schools in Munich, and was invited to visit him when I came to his city. Because of exacting regulations, he was unable to receive me in his classroom until after I had secured official permission from both the Bavarian Ministry of Education and the Director of the Munich schools. Before securing my credentials from the Ministry, I was informed that this usually required from a week to ten days but, as "a special favor to the United States Office of Education," I succeeded in securing it in two days, and even this did not permit me to visit other than four specific schools, each of a different type, "before Friday of that week and not thereafter," and upon the express condition that I should "in no way disturb the order of instruction."

J. ASBURY PITMAN

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Notwithstanding the fact that I was provided with the necessary authorization to visit, a copy of which had already been filed with the director, I was denied permission to inspect the work in the pedagogical seminary a few kilometers outside of Munich because the remainder of the week from Wednesday morning was given over to certain religious exercises which were supposed to occupy the entire attention of the students in the seminary, and it was suggested that the children in the training school "were at study," and so I "would not be interested." However, I had the opportunity to see a plant that was very satisfactory from an architectural standpoint and which

was well equipped; and I was able to observe a considerable amount of military drill on the part of boys in the gymnasium on the opposite side of the street, notwithstanding the fact that this is expressly prohibited by the Treaty of Versailles. This military drill given to hundreds of boys in uniform is invariably referred to as "physical education."

In Germany there are numerous teacher-training classes which are open to seniors in the gymnasium, but the standard training of teachers, particularly for the elementary schools, is given in pedagogical institutes which are comparable to our normal schools which offer but two or three years of professional training above the level of the secondary school. Their schools of observation and practice, too, are very similar to our own.

There is a large surplus of unemployed trained teachers. This fact has led to more rigid admission requirements; to the establishment of quotas; and, indeed, to the closing, temporarily at least, of a considerable number of these professional schools. In Prussia eight of the fifteen pedagogical institutions had already been closed.

The salaries of teachers throughout Prussia have been reduced 25 per cent. In the elementary grades the maximum salary is now but 350 marks a month, for twelve months. This is equivalent to less than $1,100 a year. A very large proportion of the teachers are men, who have families to support. Here, as elsewhere, little children are being taught by men old enough to be their grandfathers. In Berlin, kindergartens are rare. It should be added that the retirement conditions are similar to those of Bavaria and Austria. The contribution made by the annuitant is very small, and the pension is equal to 75 per cent. of the last salary.

In the elementary schools of Bavaria and Saxony but 25 per cent. of the teachers are women; in Prussia the ratio is changed to 33 per cent. In all of these provinces the explanation is that this is the "right proportion." "Why is it right?" "Because it has always been so." The director of the pedagogical institute at Dresden, whose father was for many years a member of the Boston Symphony Orchestra, stoutly insisted that even if the conditions of mental and professional training were equal he could do a better job than his wife in teaching their own children of the elementary school age.

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In Germany, as in Austria, art and music receive more attention than in America. In the seminary at Dresden I found two pipe organs and perhaps a dozen studios each equipped with a piano and with other musical instruments. When I commented favorably upon this fact at Kiel, I was immediately taken to the third floor of the building, where I was shown twenty-eight similar studios and on my way up saw eight pipe organs. I understand that at Kiel, although all the students were trained as regular teachers for the elementary or secondary schools, many of them were permitted to elect courses in music which would prepare them to play in orchestras or to fill positions as church organists.

I was advised by the Minister of Education at Berlin to visit the institute at Kiel because the plant and the work exemplified their conception of a modern teacher-training institution. A similar school had been projected for Berlin, but because of lack of funds and the oversupply of trained teachers it had not materialized. This school is distinctively progressive in its ideals and it maintains a two-year course above the secondary level. At Kiel, as in several other similar schools visited, I found superior facilities for observation and practice, including numerous conference rooms for the discussion of the observation and practice by members of the faculty usually with individual students. These conference rooms were invariably in the institute and not in the training school. Each is provided with a great variety of teaching material and with a carefully selected library of pedagogical works. In many of these schools much attention is given to the construction of equipment for use in rural and other poorly equipped schools and to the project method. Dr. Peters, who had been promoted from a similar position in Hamburg, is a man of exceptional ability, and he is ably supported by an efficient faculty. I have seen few better schools anywhere than that at Kiel.

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Quite in contrast to my experience in Pasing I was most cordially received by the director of the Georg Kirchensteiner School of Handcraft in Munich, who even refused to read my credentials, and who gave me all possible personal attention. I was informed that, like some of the prophets of old, Dr. Kirchensteiner was "not without honor" save in his own city and country although his pioneer work in vocational training gave him an international reputation. Although the work of this school was not superior to that of the large vocational schools of Vienna, there can be no question concerning its equipment and instruction and its ultimate efficiency. Its work is too well known to require definite description in a limited article. It is interesting to note that the director, who is a trained and experienced architect, is enthusiastically committed to real craftsmanship, and is wholly out of sympathy with mass production and machine methods whether in Henry Ford's factory or in similar industrial establishments in Germany. For this reason, he says, he has no desire to

(Continued on Page 288)

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

Class Trips to Washington

QUESTION — Many schools throughout the country take their senior classes to Washington in the spring just before commencement, or during the Easter vacation. You no doubt see these school delegations around the capital. What do you think of the plan?

Answer—I think it a good plan, and would advise schools that can to do so. These young people are usually pretty well chaperoned and have a wonderful time. They are orderly and reflect credit on the schools of the nation. It is a good idea to make the visit to the capital a part of the training in citizenship. The students should have careful instruction in the ideals of democracy and the functions of government together with the constitutional divisions. They should also study the history of the city. I think a visit to Washington will leave a lasting impression on these young folks and should tend to make them appreciate their government and take an added interest in the privileges and responsibilities of citizenship.

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Self-Reporting

QUESTION—We are trying out the self-reporting system in our school. Some of my teachers object to the method, but I propose to give it a trial. I believe quite thoroughly in the honor system. Will you please give in your "Problem Box" your opinion of the self-reporting method?

Answer—To me there is some difference between the "honor system" and the "self-reporting" system. I understand that you are having your pupils report their own class work and conduct. I would say quite bluntly it is a mistake. I, too, believe in the "honor method." But to me it is a mistake to place the temptation to dishonesty in the way of a child. There are, it is quite true, many even small pupils who can be depended upon for an accurate and impartial judgment relative to their own work, but the "mine run" child will likely be prejudiced in his own favor, or have a distorted idea of his work. In a class where the honest pupil sees cheating rewarded he tends to lose faith in justice, and may lower his own standard of conduct. It is not good for a child to receive the impression early in life that advancement is the result of improper methods. I have always thought that a discerning teacher must know her pupils and can usually group her children quite accurately into three or four groups, which will suffice all ordinary demands.

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Publicity Stunts

QUESTION—I should like to introduce into my school some things of a rather spectacular nature which would catch the imagination of the people of the community, and thus attract their attention to the work of the schools. Is this legitimate? What would you suggest?

Answer—You know there is always one thing which the general public will applaud. Just send out word that you propose to make the schools thorough in the common subjects and you will get attention. But there are other things you can emphasize. In fact anything you can get the school to take up and make a hobby will gain attention in the homes as pupils will tell about it. But if you can centre the attention upon some valuable activity or element of the school so much the better. If you can bear down on the subject of geography in its newer forms and make thorough a knowledge of the world, so the pupils can speak authoritatively, or take up the old-fashioned mental arithmetic and work at it, or teach the art of graphic illustration, you can get the spot light on your schools. Revive the old-fashioned spelling match, take the subject as an aside and get everybody into it, and you will catch the imagination of your people.

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Birth Control

QUESTION—We are having some controversy in our city over the question of teaching sex hygiene and birth control in our high school. What is your opinion of the question?

Answer—My opinion is to let birth control alone. High school pupils are too young anyway to study this question, and with the prevalence of birth control they learn about it soon enough. There is one system where the superintendent had administered the schools for a dozen years. He thought it would be a good thing to teach birth control in his schools, and so advocated. He is now out of the job, and the community is in contention about the subject. This question is loaded, and besides the issue is rather personal to the individual, like religion, politics, and a life creed. Many people do not believe in it, and a community can easily be divided to the detriment of the schools. As for sex hygiene it is different. This subject is being successfully taught in some schools in connection with parenthood instruction, often in connection with home-making classes. This is a subject which must be handled wisely, and the best results have been accomplished where teachers of good preparation and judgment have been available, but not in mixed classes. A reaction against birth control is already setting in in many countries as Germany, France, Italy, and other countries where government subsidies are given for births.

EDITORIALS

Put Growth Before Credits

NOW that "credits" earned in professional courses are less easily cashed into salary increments than they once were, we find more teachers entering upon their professional studies with the worthier motive of desiring to learn and grow.

The teacher who has stopped growing ought to be retired or "fired." Only the growing mind is fitted to teach other growing minds with sympathy and success. This fact is recognized today more than ever.

Those attending summer school during any recent years have constituted an unusually fine fellowship of earnest persons, seeking fresh knowledge, deepened understanding and enhanced usefulness.

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Discipline or Freedom—Which?

WIDE divergences of opinion are expressed by educationists as to the degree of responsibility that should be put upon the student himself for his own education. There is the same divergence regarding the student's responsibility both in high school and in college. Educators might be classified as belonging to one or the other of two camps: the one championing the freedom of the student; the other proclaiming the need of a strong governing hand.

Instances have been known in which a college president has started out to give almost unlimited liberty to the undergraduate, trusting him to be diligent in studies and to conduct himself soberly with a minimum of supervision—only to repent when experience has shown him that the average undergraduate fails to respond to such a situation in the way desired.

Such reversals of belief and policy serve to confirm the theories of those who have always insisted upon discipline and authority, and have refused to adopt honor systems, tutorial plans, student government or any of the other proposals for extending the freedom of students.

May it not be that the difference in workability of the two general methods is mainly a difference between the natural capacities and aptitudes of administrators themselves?

Given the right amount of faith in one of these freedom experiments, and the right amount of tact, plus an especially inspiring personality on the part of the administrative officer; given likewise the sympathetic co-operation of a well-selected faculty—good results can be accomplished in an emancipated atmosphere. The adventure has its hazards. Yet the benefits, under favorable conditions, may far exceed the risks. Without such ventures of faith, education might easily stagnate.

But for the rank and file of institutions, led by persons who lack some of the particular qualifications for those pioneering enterprises, the more conservative fashion of keeping students under control without making the fact too obvious or irksome not only will seem to be but actually will be the better course.

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Discoveries in Lighting

SUCH inventions as the *Sight Meter* (described on page 268 of this issue) are disclosing some quite astonishing facts about the lighting conditions which prevail in many schools. The side of a classroom which is farthest from the windows frequently is far below the safe standard of illumination unless lighted artificially. Yet a portion of the class is expected to read or study in that semi-darkness, at whatever cost of inefficiency and eye-impairment. Blackboards in parts of the room are found dimly lighted or with a glare upon them which is even worse than lack of light.

The eye itself is unable to judge when the amount of light received is insufficient, but automatically tries to adjust itself to all conditions.

The electric eye, with its superb sensitiveness, tells in an instant whether illumination is correct in any part of a room. To see the indicator run down the scale toward the danger mark as a Sight Meter is moved away from a window toward the interior of a room, is to realize with considerable shock that this unrecognized difference must have caused immense injustice and harm.

One of the most amazing revelations made by the modern "thermometers of light" is the fact that a change of ten degrees in the angle of a book toward the source of light may increase or decrease the effective lighting by several hundred per cent.

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The one big job of the school administrator is—to provide the best possible conditions for the teaching-learning process to take place in.

Eminent Educators

FRANK M. SHELTON has been upholding the fine standards of the public schools of Springfield, Ohio, for a decade. He is a native of Ohio who has found wide scope for his energies and abilities in the school systems of that state. There is nothing of the aloof pedant about Superintendent Shelton. He is a good mixer, and is active in various organizations for civic betterment. Thus he is an officer or a director in Y. M. C. A., Boy Scouts, Chamber of Commerce and Rotary. His fellow educators recognize his leadership and have chosen him president of the Western Ohio Superintendents' Round Table. While principal of the high school at Canton, Ohio, prior to 1916, he held the first "Father and Son Banquet," originating what has since become a national institution. He loves Nature as well as human nature, and is fond of tramping in the wilds, fishing and hunting.

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CHARLES F. PRIOR has invested two-and-twenty years of earnest educational effort in the strengthening of classroom teaching in one of the smaller communities of Massachusetts. His ninety teachers are in the two units of Fairhaven and Mattapoisett. Mr. Prior has his desk at Fairhaven city hall, but refuses to be chained there. Supervision is his long suit. He makes upwards of six hundred visits to his classrooms every year; records his impressions and gives helpful guidance to the members of his staff. His own ideals of education for citizenship and character have grown into his schools. His inspiring leadership flows over into several mimeographed bulletins during the year. The fine spirit and accomplishments of his schools have made them models, often visited. All of which shows what may be done by a man whose passion is good pedagogy.

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FREDERICK J. REILLY has carved out a highly successful career in the Bronx section of New York City—where he was born. He is principal of the Creston Junior High School, in that borough. Not content with his daily round of school duties—which he performs in masterly fashion—Principal Reilly applies his inventive mind and educational understanding to the creation of practical plans and mechanical devices—such as one for enabling pictures to be shown on a screen in a room not equipped with dark shades. He has written many articles—several of which have appeared in this magazine within the past year. One of his major interests is athletics for the many rather than the few. He is an authority on visual education and altogether one of the alert, outstanding, thoughtful schoolmen of the nation's crowded metropolis. Incidentally, Mr. Reilly is a graduate of New York University law school and a member of the bar.

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M. L. COMBS, president of the State Teachers College at Fredericksburg, Virginia, is forging ahead in a magnificent way. On April 11 the builders broke ground for a new dormitory to cost around $350,000, necessitated by a rapidly growing school. Evidences of the depression do not linger about this institution. The presence of an unusual student body indicates schools of the state are being equipped with teachers of the best personality and training. Dr. Combs with the assistance of his faculty and the sympathy of his governing board is reshaping his program in keeping with changing times and the New Deal.

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JOHN W. DICKEY—who shed light on "What Education Is Practical?" in our issue of March 5—is an instructor in the department of education and mathematics at the State Normal School in Newark, New Jersey, where he has been since 1930. From his statement that he aspires to be a "good teacher," we may pretty safely conjecture that he is already that, but unwilling to rest on his oars until he is a better one. He has a penchant for research and for writing. He has an earnestness and an equipment that should make him an important factor in the betterment of teacher preparation and the clarification of educational ideals.

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EDWARD L. BAILEY has been demonstrating good schoolmastership in Jackson, Mississippi, for forty years. He began his work there as a principal in 1892; has been superintendent since 1900. He edits the Mississippi School Journal. He stands high in state councils; being, among other things, a member of the State Board of Examiners. But his chief interest is that of an administrator, providing the best possible opportunities for the development of boys and girls in Jackson schools.

Winshipisms

"A great thought in unfinished expression is better than the classic expression of a weak thought."

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"A loud spoken teacher is a misfortune in any school."

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"It is sometimes well to throw a child into deep water intellectually, and let him sink or swim."

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"Work done without thought is not worth doing."

BOOK TABLE

Language for Daily Use

DAILY LIFE LANGUAGE SERIES. Introductory Book. R. L. Lyman, University of Chicago; R. I. Johnson, Stephens College; and F. R. Dearborn, The Johns Hopkins University; Book One, by R. L. Lyman, R. I. Johnson, F. R. Dearborn, and M. V. Bear, St. Louis Public Schools; Book Two, by R. L. Lyman, R. I. Johnson, M. V. Bear; Book Three, by R. L. Lyman, R. I. Johnson, and A. L. McGregor, Rochester, N. Y., Public Schools. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn & Company.

Virtually all the advances in the technique of teaching English that have occurred in the last three decades are reflected in this delightful series. The learner is led so gradually to acquire new principles and new skills that he meets no discouraging difficulties. The work is cumulative and well organized. What the pupil gains he is not allowed to lose, for he is given repeated practice in the application of what he has learned. Valuable interests are awakened through the suggestions of what to write about and tell. Grammar is reduced to its essentials. Composition is made a daily exercise, either oral or written. The units are sufficiently large and well chosen to hold the interest and mark real accomplishment.

The study of English ceases to be drudgery and becomes a normal, natural pursuit with such a text at hand.

Flexibility is well observed in the fact that the series is available in three books or in a book-to-a-grade arrangement, with optional use of an introductory book in the second grade.

American Education

PUBLIC EDUCATION IN THE UNITED STATES. By Ellwood P. Cubberley, Dean Emeritus, School of Education, Leland Stanford Junior University. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

Dr. Cubberley adds still more to the already large debt owed him by American education, through preparing this revised and amplified edition of an earlier work which has been extensively used and approved.

Done in the new format adopted for the Riverside Textbooks in Education, with broad, easily read pages and nearly two hundred illustrations, this volume has both external and internal attractiveness.

"Public Education in the United States" is here presented by one who has studied it thoroughly and is able to trace its development and interpret the various stages of the movement which has produced public instruction as it is today in America. Dr. Cubberley acknowledges our debt to European sources for much that has gone into the making of our educational system. Yet he regards this system as distinctly native in its philosophy and forms.

Convenient for reference purposes concerning every major phase of America's educational evolution down to the present year, this volume will find even greater welcome, no doubt, from the reader or student who is swept along by the current of this masterly treatise.

The author is not afraid to voice his opinions upon such matters as the relations of secular and religious education and the questions of federal aid and a federal department of education.

Our Economic Future

AMERICA MUST CHOOSE. By Henry A. Wallace, Secretary of Agriculture. Foreign Policy Association, New York, and World Peace Foundation, Boston.

In compact form and understandable terms, Secretary Wallace presents the economic problem of the United States as demanding one of three solutions: (1) a policy of national self-containment, barring out imports with still higher tariff walls and curtailing production along many lines so as not to exceed domestic requirements; (2) a policy of internationalism, with American markets opened to a billion dollars of additional foreign goods as a means of enabling our own producers to export increased amounts of raw and finished products; or (3) a scientifically planned and balanced middle course.

Mr. Wallace regards the present plan for removing upwards of 40,000,000 acres of land from production, as a temporary expedient, necessitated by the failure of American farmers to cut down their plantings after the World War had ceased to be a factor in demand.

If America does not "choose," definitely and quickly, as the Secretary of Agriculture believes it must, the choice will be made by circumstances and events themselves, and by influential interests pulling for their own ends. The results of such haphazard choosing may not be at all what America wants.

Laws, Not Men

THE AMERICAN PEOPLE AND THEIR GOVERNMENT. By Arnold J. Lien, Washington University, and Merle Fainsod, Harvard University. New York, London: D. Appleton-Century Company, Inc.

This is intended as a text for the elementary course in government usually offered in colleges.

The authors have succeeded in carrying out their purpose of providing material for a course that is broadly informative rather than highly technical.

The chapters on our government setups, federal, state and local, are preceded by chapters which analyze the population of the Republic as to racial origins, and discuss immigration barriers and naturalization rules.

Although the main emphasis is upon the national constitution and its workings, state and local governments receive generous attention.

The text is clearly and interestingly written; arranged with convenient sideheads; and constantly shows an attitude of fair-mindedness in weighing our laws and institutions.

A well-taught course, built around this volume as a basal text, should lead to finer concepts and higher practical standards of citizenship.

The Fascist Menace

"DO WE WANT FASCISM?" By Carmen Haider. New York: The John Day Company.

This is much more than a superficial view of Fascism. It is reasoned, philosophical, forceful. There can be no mistaking the fact that the author is herself convinced that Fascism would be a false and damaging expedient for our nation.

Miss Haider begins by tracing the rise of Fascism in Italy and in Germany. She follows with a chapter on "The Fundamentals of Fascism." The second half of the volume treats of "The Situation in the United States."

The author regards Fascism as a thing designed to protect and perpetuate capitalism; a suppression of the individual; an implement of a nationalism so unmitigated as to lead almost inevitably to wars.

She senses the danger that the American middle class, including the farmer—being traditionally friendly to capitalism—may become so militant in desiring better conditions economically as to join in a Fascist revolution; with disappointing consequences.

"Do We Want Fascism?" is a clear exposition—should we say *exposure?*—of what underlies the corporate state. While keenly aware of the necessity of social betterment in this country, Miss Haider warns against perils lurking in the ideals of Mussolini and of Hitler.

....News OF THE SCHOOL WORLD

Colleges Dropped

Seven Discredited by North Central Group

CHICAGO. — Seven colleges were dropped from the accredited list of North Central Association of Colleges and Secondary Schools recently on recommendation of its board of review. The association also delegated authority to the board to reinspect Colorado College, the University of Denver and Butler University, and to expel these at its discretion. Meanwhile, however, they remain accredited. The board of review is to act before June on the three placed on probation. Those dropped are the University of Detroit, Xavier University at Cincinnati, Rochester Junior College, Rochester, Minnesota; McKendree College, Lebanon, Illinois; Ashland College, Ashland, Ohio; Regis College, Denver, Colorado, and College of the Ozarks, Clarksville, Arkansas. Each institution is entitled to enter a final appeal to the executive committee.

Don't Despair If You're Dumb In Only Two of Five Ways

CLEVELAND.—There are four—or maybe five— ways of being dumb, in the opinion of Dr. C. H. McCloy, of the University of Iowa, just as there are four—or maybe five—kinds of intelligence. Dr. McCloy, a professor of anthropometry and physical education at the university, made a study of this matter of intelligence and brought his results to the convention of the American Physical Education Association.

If you're dumb in two or three ways, you're not to worry, but if you're dumb in all four—or five—there isn't a lot of hope for you, he says, putting it this way:—

If you don't understand Einstein's theory of relativity, think nothing of it, as you may be intelligent anyway. Einstein has the first kind of intelligence—abstract.

If you don't know what to do when your automobile breaks down on a lonely road, it means you lack the second kind of intelligence—concrete—which is possessed by good mechanics and handy men, for instance.

If you make a faux pas at a party, you're lacking in social intelligence—tact.

If you pick up a loose football and run ninety-eight yards the wrong way, there's something the matter with your athletic intelligence.

And if—this is the fifth point, on which Dr. McCloy doesn't insist—if it takes you weeks and weeks to learn how to swim, hit a golf ball, or dodge traffic, you lack the fifth form of intelligence. It's called motor educability.

To Visit Farms

DES MOINES, Iowa — Traveling classrooms appear to be gaining in popularity. One is announced by Iowa State College for the summer, when a "school on wheels" will take its students on a four-week tour to see agriculture at first hand. The school will specialize in the management of ranches and plantations and will visit outstanding examples of the major kinds of live stock and cropping systems in the country. The tour will extend into Mexico to enable the students to study the care of tropical vegetation.

Lund Resigns

Turns to Career in Teacher Training

NEWTON, Mass. — John Lund, superintendent of schools here for the past two years, has tendered his resignation to the school committee, which has been accepted, to take effect August 31. Announcement of the resignation of the former Connecticut educator was made by Walter R. Amesbury of the School Committee. Lund came to Newton two years ago to fill the vacancy caused by the retirement of U. G. Wheeler. Prior to his coming to Newton, Lund, a native of Norway, and who is forty-three years of age, was superintendent of schools in various cities of Connecticut. He was engaged in that capacity for seven years at Norwalk. He also served with schools in Derby, Winsted, and Wallingford. The Newton School Committee in making the announcement said that Lund had been formulating plans to resign from the position for some time in order to devote all his attention to teacher training. Julius E. Warren, Superintendent at Lakewood, Ohio, since 1929, has been elected to the vacancy in Newton.

Quitting France

American Students Hit By Shrunk Dollar

PARIS. — America's student migration to France, notable in recent years, has suffered a sharp reverse in the devaluation of the dollar. The dollar is now worth about fifteen francs, as against twenty-five a year ago. Thus from being well off financially, the American residents here have become poor. Many have been obliged to discontinue their work in France. Of those who have remained, a large number are in the midst of studies which they could not discontinue except at a serious loss. This drift away from France is a reversal of a trend which was making this country a favorite among American students abroad. France counts among her American students not only university and graduate students but also a large number of very young people. Besides numerous finishing schools, there are also various boarding schools for children.

Board at $1.95

COLUMBIA, Mo. — A 30-year low mark in the cost of refreshing the college man has been established. Meals may now be obtained for as little as $1.95 a week. The student in quest of both board and lodging need pay no more than $12.80 a month. These modest rates are available to members of a co-operative student group living at the "Bohemian lodge," managed by Lowell Hawkins, a senior in the school of education. The lodge is operated on a non-profit basis, Hawkins receiving only his own board and room as his "management fee." A cook and a student waiter are the only employes.

Oppose Arms Drill

LARAMIE, Wyo.—Although President Arthur G. Crane of the University of Wyoming is a staunch supporter of compulsory military training in colleges, many of his students are opposed to it. Recently as Dr. Crane was delivering a radio address defending the system a petition was circulated here asserting that his views did not represent unanimous campus opinion.

Aids 55 Students

Bachelor Plays Role Of Fairy Godfather

GARBER, Okla.—A bachelor physician pays the bills for twenty students at Oklahoma A. and M. College and has made it possible for thirty-five others to obtain college degrees. Dr. Guy A. Brewer of Garber, described by his young friends as "bullheaded," doesn't have any student-loan fund bearing his name or any established system for choosing the young men he helps. So quietly has his philanthropy been conducted that it is not generally known. Sixteen of the youths he is helping dwell in one house. They are without benefit of fraternity pins or a ritual, but not without the spirit of a brotherhood. They have a chaperon, Mrs. Maude Becker, who lives at the house. The boys do their own housework. Mrs. Becker supervises preparation of meals. Dr. Brewer pays the bills, including school fees and cost of textbooks. The Garber physician, now about sixty, began helping boys through college seven years ago. He has selected them not on a basis of scholastic records, but through friendship. Most of them have been from Garber and neighboring towns.

No Deeper Cuts

BOSTON.—Teachers in the Boston public schools have no cause for worry during the year that their salaries will be further cut to conform to Mayor Mansfield's economy schedule. Three members of the school committee have assured the 250 members of the Boston Elementary Teachers' Club that, having saved $5,000,000 in school expenses, no further reductions could be made at the expense of the schools.

Check-up, No Checks

CHICAGO.—The Chicago Board of Education is providing in its 1934 budget for four so-called auditors whose duty it will be to visit the schools and discover if any of the unpaid teachers are chiseling minutes from their working hours. The board now owes the teachers $25,000,000. It has cut their pay 23.5 per cent. In the new budget it reduces the appropriation for educational administration by 15.2 per cent—the third reduction in three years—and increases the appropriation for business administration 19 per cent. Under its retrenchment plan it has required one elementary school principal to supervise two schools. The schools are often a mile or more apart.

Glee Club Tour

NEW YORK.—A score of boys of the Riverdale Country School glee club will become itinerant songsters this summer as they pedal their way through the English countryside on bicycles, stopping at inns, taverns, and schools on an educational and goodwill tour. More than 100 years after the first glee club was formed at the house of Robert Smith in St. Paul's Churchyard in London, the Riverdale students will honor the memory of the old master of glee composers, Samuel Webbe. They will visit the churchyard where madrigals, glees, canons, and catches were sung in the twilight. They also will stop at the site of the New Castle coffee house where on December 22, 1787, the first officially named glee club met. Joint sings will be given with English students as the group stops at such schools as Winchester, Rugby, and Bedford.

Haverford Leads

Wins Brains Contest For Seventh Year

PHILADELPHIA. — Haverford College for the seventh consecutive year has led all other colleges whose freshman students took the psychological examination given by the American Council of Education. William Henry Bond, of York, scored 353 out of a possible 379 points, leading all other Haverford freshmen whose average was 260. Bond received one of the two highest grades among the 40,229 college freshmen taking the examination. Colleges participating numbered 203. Black Mountain (North Carolina) College was second with an average 220 points and the University of Chicago third with 217.89.

Whose Bible Best?

LONDON.—The Bible has now been translated into 800 languages or dialects or is in course of translation; and it is an interesting question to ask which of these translations is the best, according to Dr. Theodore Graebner in "The Lutheran Witness." An African Negro once told an Englishman who has traveled widely among many nations: "You white people have many advantages. You have railroads, the telegraph, rifles, beautiful dresses, wisdom, and riches; but one thing you lack, a thing we have—the Bible in the Zulu language." The traveler said: "Our own translation is an excellent one and is very faithful to the original text." The Zulu shook his head and said: "It cannot be the equal of ours." The incident had almost escaped the memory of the traveler when he came to one of the Malayan islands and there heard a native remark: "The Malay is the most eloquent language in the world. Just read our translation of the Scriptures and be convinced." A little later he was in a Chinese port. "In my hearing," he says, "a Chinese Christian expressed his pity for the Europeans who are unable to read the Bible in Chinese."

Make It Snappy!

OKLAHOMA CITY, Okla. — Teachers must put a thrill in their courses to interest students, Dr. F. A. Balyeat of the University of Oklahoma told the Educational Method Department of the Oklahoma Education Association at Central High School recently. "I have walked into classrooms where boys and girls were getting a real kick out of Chaucer, never suspecting that they were studying a heavy classic," he said. "They must never suspect that subjects are tiresome or difficult, because they're really not if the children aren't told that they are. Make the courses snappy and they'll absorb anything and be glad to do it."

Soviet Youngsters Now Relieved Of Having to Study Marxism

MOSCOW. — Soviet school children are no longer to have to wrack their little brains over intricate theories of Marx, Engels, and Lenin.

Under a decision of the Communist party Central Committee, published recently, all formal study of the theoretical work of these masters — "Das Kapital" included—is to be eliminated from the primary schools, and care is to be taken to avoid overdoses of it in secondary schools.

The present move is in line with the general reaction of Soviet educational methods away from extremes and back to fundamentals.

To show the fallacy of attempting to cram juvenile brains full of "dialectical materialism," a contributor to the Moscow newspaper, "Pravda," has given a list of questions asked of twelve and thirteen-year-old pupils and their answers.

One child, asked how the condition of the workers in capitalist countries in the middle of the nineteenth century differed from what it was at the beginning of the same century, replied: "Capitalists are always scoundrels, so there was no difference at all."

The Central Committee, in its statement, pointed out that "Children from eight to twelve years old in the schools and the pioneer organizations are required to answer questions far beyond their mental capacity," and that as a result "they lose all interest in those social phenomena which they are old enough to understand."

Milk in Schools

AAA Starts Survey In Fifty Cities

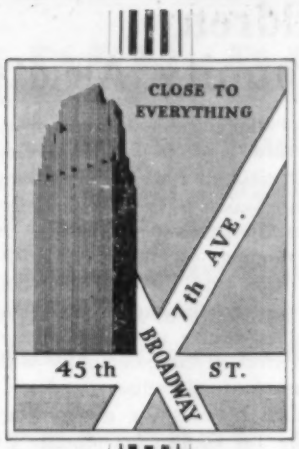
WASHINGTON—A survey of consumption of milk by school children has been started under the direction of the Agricultural Adjustment Administration. This survey, which covers fifty cities, will constitute a reliable index for the country as a whole. New England cities on the list include Portland, Me.; Lawrence, Mass.; Manchester, N.H.; Providence, R.I.; and Burlington, Vt. In discussing the survey and its objectives, Dr. Frederic C. Howe, consumers' counsel for the A.A.A. said: "Getting adequate supplies of milk to children is one way of restoring health to undernourished children and maintaining the health of the oncoming generation. As a first step in sizing up this problem we are going after the facts of milk consumption." The assistance of school superintendents and principals of schools is being solicited in answering the questionnaires affecting children in their school districts. In addition, directors of relief agencies are being asked to co-operate.

Lie Detector Used

CHICAGO.—Law books, unlawfully absent from the library of Northwestern University in Illinois, were reappearing mysteriously recently as officials used a lie detector in the solution of the enigma. An estimated 250 volumes, long gone from their accustomed places in the library, caused concern among librarians. Twenty-five students submitted to questioning with the use of the lie detector after the student council voted that as the best means of proceeding with the inquiry. More than 100 of the books have reappeared quietly in the library.

Traveling School

MELBOURNE, Australia.—Because of the success of the tour of the Better Farming Train, which has ended in Australia, the traveling exhibition and school will make regular journeys hereafter. Crowds gathered at every stopping place, and the lectures were well attended. The train consisted of eighteen cars, two being equipped for talks and lectures. The passengers comprised all animals and birds known to farming, together with experts in every branch of the industry. Cows, sheep, and pigs, all of prize breeds, had their points demonstrated, together with talks on feeding, housing, and protection against disease. Fertilization and use of implements were discussed. Selection of food was stressed. Girls were given instruction in housekeeping and needlework.



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High School Girls Taste College Life for Three Days

NEW BRUNSWICK, N.J.—Several hundred high school girls recently made a three-day trial trip to the New Jersey College for Women here. From Thursday night to Sunday afternoon they lived the life of the college girl, with all its engaging round of classes, sports, teas, dances, and play.

Not only did they have a chance to see this one college, but on the campus, ready to talk to them at any time, were representatives of eleven others—all the principal women's colleges and co-educational institutions of this region—Barnard, Connecticut, Goucher, Mount Holyoke, Radcliffe, Smith, Vassar, Wellesley, Wilson, New York University, and the University of Delaware.

In between times there were special assemblies, with talks by college presidents and others on what every subfreshman should know. The topics were chosen from among those suggested by 200 high school principals who were consulted in the matter. Among the many topics discussed were study habits, time budgeting, college finances, and preparing for a vocation.

Teas were an important feature, for it was at these that the prospective college students had a chance to talk with their older college sisters about those details that "one does not take up with the college president — a single room versus a double, college 'dates,' what kind of clothes one needs, and how much they cost."

More Debating

TOPEKA, Kan. — The culminating events of a winter's work for hundreds of high school students took place here recently for a week, when the national high school speech tournament was held. Champion debaters and other speech winners from various sections of the country vied and they had their final efforts broadcast over a nation-wide hook-up. Both debates and other tests of oratorical skill were held. This debating movement has developed widely among the high school students in the last few years, taking its place alongside the already large college and university movement. Debating has given rise to a new position on high school faculties—that of debate coach. It is thought that in time he will become as important as the athletic coach.

Mentally Retarded Children May Become Community Assets

WASHINGTON.—Children who are mentally retarded need something different from the standard school curriculum, according to Elsie H. Martens, Federal Office of Education specialist in the education of exceptional children.

"The regular course of study should be changed to meet the needs and limitations of these children," says Dr. Martens. "This is best done in specially organized classes in which the intellectually subnormal participate in a variety of group activities in keeping with their abilities and interests. With proper educational methods, many mentally retarded boys and girls develop into adult citizens capable of making a real contribution to their community.

"The traditional recitation method of teaching reading, writing, and arithmetic to boys and girls of retarded mentality is not sufficient. If the child of limited mentality is to become an adult who lives in his community with some measure of self-reliance and self-respect, then he must be given every opportunity for continuous practice of those qualities during his formative years in school."

Year at Athens

PROVIDENCE, R. I. — Professor Charles A. Robinson, Jr., of the department of classics, Brown University, has been appointed annual professor for study, research, and excavation at the American School of Classical Studies in Athens for the academic year 1934-35. He will return to Brown the following year.

Citizenship Tests

WASHINGTON.—Adoption of uniform educational standards for the examination of aliens seeking American citizenship has been advocated by Colonel Daniel W. McCormack, United States Commissioner of Immigration and Naturalization. Failure to meet educational requirements costs many aliens citizenship, Colonel McCormack pointed out.

"The proper educational standard constitutes one of the most difficult and perplexing problems in naturalization," he declared. "It is not believed that any single educational standard can or should be applied to all applicants, but that consideration ought to be given to such factors as prior educational advantages, age, and capacity for further acquisition of knowledge."

Fears for Youth

League Group Warns of Depression Effects

GENEVA.—Alarm over the "disastrous effects" of the depression upon youth everywhere is strongly expressed in the draft of a report which the League of Nations child welfare committee has made public. "We are struck by the serious character of the psychological effects produced by the depression upon children and of the strained and discouraged family atmosphere which is inevitable in homes suffering from unemployment," the report says. "The committee emphasizes the necessity for removing children from the pernicious atmosphere of their own homes during the greater part of the day and sending them to nursery schools, recreation centres or reading rooms so that they may enjoy the quietness and freedom from care and irritation that are essential conditions to their proper development."

What They'd Save

BOSTON. — A group of Jackson College girls were asked: "What would be the first thing you would do in case a fire broke out in your dormitory?" One said she would make a grab for the new dress she had recently purchased. Others said that they would dash out of the building without stopping to gather any of their belongings. One girl said she couldn't leave her make-up articles behind her, and still others claimed the first thing to do would be to gather clothes, and if any time was left, to gather a few personal articles. But, not one made any mention of textbooks, to say nothing of her boy friend's picture on the dresser.

Career Picking

Experts to Advise Collegians Next Month

NEWARK, N. J.—Thirty-one internationally known business and professional men and women will assemble in Newark on June 26, 27, and 28 to form the "faculty" of a Choosing-a-Career Conference for college students, it has been announced by George Bijur, director of the conference and member of the administrative board of L. Bamberger & Company, at whose store the convention will take place. Bankers, railroad presidents, dress designers, and journalists—leaders in thirty-one fields—will speak on the career opportunities in their vocations. After each address, conferences of the speaker with interested auditors will be arranged. This is believed to be the first time that collegians have had such an opportunity of meeting the leaders of industries and the professions. The series will enable those in doubt about careers to obtain clearer conceptions of the leading industries and professions from the business and professional leaders, at a time when many students are starting out to earn a living.

Principal Upheld

MILTON, Mass. — Severe disciplinary action against those students of Milton High School who incited the recent boycott of the school lunchroom has the approval of the town's School Committee, which met and voted to support Principal George C. Marsden. Following a three-hour conference with Mr. Marsden and Superintendent of Schools Horace F. Turner, the committee recorded the following vote: "That the School Committee will unanimously support severe disciplinary action against the offenders in the recent disorders at the high school." It was made known that no change is to be made in the procedure under which the lunch room is operated.

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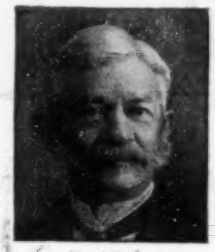

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Russia Beckons

Courses and Travel Offered to Americans

NEW YORK—The recently created Anglo-American Institute of the First Moscow University, acting under the auspices of the Institute of International Education, New York City, will give a variety of courses in education, combined with supervised travel in the Soviet Union this summer, in order to give American educators an opportunity to view educational methods of the new Russia, Dr. I. Van ya Sollins, director of the institute, has announced. The program, Dr. Sollins pointed out, will scrupulously adhere to the agreement made between Maxim Litvinov, Russian Foreign Minister, and President Roosevelt, when the Soviet Union was recognized, and function purely as a cultural organization. The final plans will be consummated shortly, at a meeting here of leading American educators with Alexander Troyanovsky, Russian Ambassador to the United States. In accord with their desire to learn the American reaction to the Soviet system, Dr. Sollins said a group of educators in this country has been asked to serve as a national advisory council of the institute.

Cheer-Gyrations

LOUISVILLE, Ky.—Even the job of college cheer leader requires vocational training at the University of Kentucky. No applicant will be considered by the students who has not completed a six weeks' tumbling course.

Vocational Guidance

Southern Conference Adopts a Program

CHAPEL HILL, N. C.—A long step forward in the promotion and development of a vocational guidance program for the Southern States was taken recently at the first Southern Regional conference on vocational guidance and education. The delegates voted to organize a Southern occupational conference to formulate a program of occupational adjustment in this section. Dr. F. F. Bradshaw, dean of students and director of the Bureau of Vocational Information in the University of North Carolina, was named temporary chairman of a committee to effect the organization. The conference also adopted reports brought in by three groups representing secondary schools, state departments of education and colleges and universities. The reports stressed the view that vocational guidance should be accepted as an integral part of the educational program and that regular courses should be included in the curricula.

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Glimpses of European Schools

(Continued from Page 278)

come to America. The work of this institution is typical of a large number of similar schools throughout the industrial centres of Germany.

Through the courtesy of Dr. Kartske, formerly a professor of German at Yale, and now a professor in the school of education at the University of Berlin, I was introduced to officers of the Ministry of Education and other educational leaders in Berlin. Among these leaders is Dr. Fritz Karsen, who is a director of a combined elementary middle school and gymnasium, having a membership of 2,000 pupils. He is also in charge of the professional training of about forty training school teachers. This is the largest experimental school in Germany and is organized upon our American plan, so that it is a thoroughly integrated school system, without the overlapping that is apparent almost everywhere in that country. Dr. Karsen is also professor of comparative education in the University. Although he is a recognized leader in progressive education he stands emphatically for a very definite plan and purpose in the education of children, but believes that there are many ways of arriving at these definite ends. In training prospective teachers he has a very flexible program for a period of two years of professional work for students who come to him from the University with the equivalent of a master's degree. In one of the elementary schools in this system the socialized recitation seemed to predominate, but the strong arm of tradition was somewhat apparent in discipline and in the drill element. At another school in Berlin, not in Dr. Karsen's system, in which it was freely admitted by the teachers that theirs was "the most progressive school in Germany," I found the teacher of English using Adam Smith's "Wealth of Nations" as

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a textbook in the fifth grade. His method seemed to be limited to the dictation of sentences, in this case descriptive of the rise and progress of trades unions, and the requiring of their repetition the following day, after which, as he said, he would "give them some more." The director of this school is one of the best teachers I have seen in Europe, and the children under his own instruction were free, happy, and full of initiative. He had no authority, he told me, to introduce the Dalton Plan, but he was doing so with the hope that it would not be discovered by the Ministry of Education. A majority of his teachers were also doing superior work.

The pupils shared a playground with those in the near-by high school. I was told that but few of them entered that school, as they were obliged to work immediately after reaching the age limit fixed for compulsory education. They lived in a poor quarter of the city, their parents being, besides unreligious, unskilled laborers, factory workers, clerks and policemen, according to the school authorities. None of them appeared to be undernourished; all were neatly and comfortably clothed; and I could see no real evidences of poverty either in the school or the neighborhood, although one of the teachers told me that, in a class of thirty-three, twenty of the families were suffering from unemployment. Here, as elsewhere, public relief funds are supplemented by unemployment insurance.

Quite in contrast to the instruction in English in this school was that in a really progressive school at Hamburg, in which the children of the same grade as those in Berlin who were studying "The Wealth of Nations," were using books which were filled with folk stories, dear to the heart of every English-speaking child, which they were reading and dramatizing, and English folk songs. They were instructed in the folk dances of England and they were in actual correspondence with children in the schools of London. Everywhere there was evidence of an unusual degree of initiative, of intelligent interest, and of supreme happiness. These conditions were accounted for in part by the fact that Hamburg is a free city and not under the complete domination of the Ministry of Education. This was one of the few schools which I saw in Europe in which I felt that anything substantial was being accomplished in the interest of international understanding and goodwill.